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ABSTRACT

An institute to retrain teachers (K-8) for multicultural education was evaluated to determine 1) types of knowledge relevant to teaching in a minority community that can successfully be taught in an 8-week summer institute and 2) changes in attitude and conceptual structure associated with the institute. The program included sensitivity training sessions, role playing activities, and educational seminars. Participants were certified teachers with at least one year of experience in the district (Ravenswood, California); they were employed for the succeeding year to complete the inservice curriculum-development part of the project. Instruments developed for use in evaluation were a 28-item attitude inventory to measure attitude toward racial and ethnic groups; two 20-item word association scales to assess attitude toward concepts given emphasis in the training; and a 150-item final examination covering the six instructional units: Black Experience in Literature, Racism and Prejudice, History of the Civil Rights Movement, History of Tropical Africa in the 19th Century, Afro-American History, and Contemporary Education of Afro-Americans. Instruments were administered as pre- and posttests to participants (N=25) and as posttests to a control group (N=20). Although findings indicated more success in correcting misinformation and imparting new knowledge than in changing attitudes, the institute was considered successful. (Findings and instruments are included.) (JS)

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STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

Research and Development Memorandum No. 68

EVALUATION OF AN E.P.D.A. INSTITUTE "TEACHERS FOR MULTICULTURAL EDUCATION"

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and Delores Mack

School of Education
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Introductory Statement

The central mission of the Stanford Center for Research and Development in Teaching is to contribute to the improvement of teaching in American schools. Given the urgency of the times, technological developments, and advances in knowledge from the behavioral sciences about teaching and learning, the Center works on the assumption that a fundamental reformulation of the future role of the teacher will take place. The Center's mission is to specify as clearly, and on as empirical a basis as possible, the direction of the reformulation, to help shape it, to fashion and validate programs for training and retraining teachers in accordance with it, and to develop and test materials and procedures for use in these new training programs.

The Center is at work in three interrelated problems areas: (a) Heuristic Teaching, which aims at promoting self-motivated and sustained inquiry in students, exphasizes affective as well as cognitive processes, and places a high premium upon the uniqueness of each pupil, teacher, and learning situation; (b) The Environment for Teaching, which aims at making schools more flexible so that pupils, teachers, and learning materials can be brought together in ways that take account of their many differences; and (c) Teaching the Disadvantaged, which aims to determine whether more heuristically oriented teachers and more open kinds of schools can and should be developed to improve the education of those currently labeled as the poor and the disadvantaged.

Research and Development Memorandum No. 68, which follows, reports the results of an evaluation of an Education Professions Development Act institute for retraining teachers to teach black students. The evaluation was done by the staff of the Educational Community Organization project at the request of the institute director and in cooperation with the institute staff. The cooperation by the two groups in the effort to provide better teachers for black students furthers the goals of both the project and the Teaching the Disadvantaged program, of which it is a part. It also furthers the Center's major aim of improving teaching.

Preface

Education Professions Development Act

Basic Studies Program

E.P.D.A., Part D

"The Education Professions Development Act was enacted in 1967 with a mandate 'to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel.' These materials are concerned with the administration of Parts C and D of the Act, which together provide a flexible framework within which colleges and universities and State and local education agencies can design training projects tailored to meet specific personnel needs in elementary, secondary, and postsecondary vocational schools. The E.P.D.A. is an amendment to Title V of the Higher Education Act of 1965....

Part D authorizes grants and contracts for improving 'the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools (including preschool and adult and vocational programs) or postsecondary vocational schools or to supervise or train persons so serving.'" (United States Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development.)

Abstract

The purpose of this activity was to evaluate the effectiveness of the first stage of an Education Professions Development Act Institute, "Teachers for Multicultural Education." The objectives for the first stage were attitude change and information acquisition by the participants. The second stage was a two-semester program which took place during the 1969-70 school year and implemented the first stage.

The evaluation was a joint effort by the staff of SCRDT's Educational Community Organization project and the Institute's staff. The attitude instruments were developed by both staffs. The Information Unit instruments were developed by the Institute's staff. Two groups of teachers were tested. The E.P.D.A. Group was pre- and posttested on attitude measures, while the Comparison Group was posttested only. The Information Unit Tests were given as posttests for the E.P.D.A. Group and the Comparison Group.

All participants in the Institute were teachers who met the mimimum requirement of a B.A. degree and the full California teaching credential; had at least one year's teaching experience in the Ravenswood City School District; and were committed to fulfill their contracts in the Ravenswood City School District for the academic year 1969-70 in order to complete the in-service part of the Institute.

The results indicate types of knowledge, relevant to teaching in a minority community, that can successfully be taught in an eight-week summer institute for teachers. Changes in attitude and conceptual structure, associated with the summer Institute, are also reported. Evaluation instruments and the final examination are included in the appendices.

Introduction by the Institute Director

Public education has failed both black and white Americans alike. However, this failure is more disastrous for people of color because they can least afford to be without the necessary skills needed for survival in this competitive society.

One reason for this failure is that the nature of the curriculum perpetuates racial supremacy and bigotry. The censor's hand has eradicated many of the contributions made by people of color from the school's curriculum, and this curriculum does not provide people of color with universal values or a sense of self-pride. Until this is eliminated America can expect little survival of humanity among its people. Therefore, we believe that socioeconomic and ethnic life-style differences should influence the nature of public education and that an institute should be conducted to retrain teachers in multicultural education.

The educational need being addressed is the lack of the teachers' facility in handling a multicultural approach to traditional educational policies. In addition, changes in curricular activities are necessary to help eliminate the unrealistic relationship that now exists between the educational institution and the local community. This extreme local need that presently exists in the Ravenswood School District is part of a national and state need that exists between the racially mixed groups.

Warren C. Hayman,
Institute Director
(Principal, Belle Haven School
Ravenswood City School District
East Palo Alto, California)

EVALUATION OF THE E.P.D.A. INSTITUTE "TEACHERS FOR MULTICULTURAL EDUCATION"

Robert W. Heath, Larnders Roy, and Delores Mack[1]

During its first year, the Center's Educational Community Organization project occupied a store-front office in a black community. As a result of the good will established, project staff members were asked to cooperate in evaluating the first part of the Educational Professions Development Act Institute, "Teachers for Multicultural Education," to be held in a largely black school district. The district had a black school board and a black superintendent. The Institute's goal of training better teachers for black students fitted exactly with the project's goal and that of the Center. It also offered an excellent opportunity for cooperation between the project and the black community. The staff accepted, and the results of the joint evaluation are reported in this paper.

The Institute Program

Part I of the Institute was a training session which took place from June 23 to August 15, 1969. Part II was a two-semester program during the following school year in which the teachers who participated in the Institute put into practice the new knowledge gained during the summer.

The Institute dealt with retraining teachers for a multicultural approach to education and attempted to find ways of meeting several extreme needs that exist in the Ravenswood City School District, where the Institute

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was held. One of the problems to be met is the lack of awareness, understanding, and sensitivity on the part of many teachers of the racial make-up and conditions within the local community. Another is the nature of the present curriculum, which does not provide black people with a set of universal values or a sense of self-pride because it does not point out the cultural contributions of black people. Still another is the universal need for teacher-training programs and curriculum innovation in the field of black culture.

Obviously, then, changes in curricular activities are neceasary to help eliminate an unrealistic relationship between the educational institutions and the local community. To that end, three major objectives were established for the Institute:

1. To develop a pilot program for retraining classroom teachers in relation to black culture and history, white racism in America and its institutional manifestations in the American school, and the black experience in literature.

2. To initiate the development of curricular materials that confront and eliminate the racism of public school students, working in collaboration with the teachers participating in the pilot program in the areas of social studies and language arts.

3. To formalize a program of retraining and curriculum innovation that can be used by teacher training institutes and in-service training programs throughout the country.

The eight-week summer Institute, which the Educational Community Organization staff helped to evaluate, and which made up Part I of the retraining program, was divided into two segments. The first two weeks comprised a working period for research and for preparation of the retraining program. The next six weeks were devoted to the pilot program, which

involved participants who were public school teachers from kindergarten through eighth grade in the Ravenswood City School District.

Participants

In selecting the teacher participants, an attempt was made to recruit both new teachers and experienced teachers who expressed a strong desire for in-service training. To be eligible, they needed at least a B.A. degree and the full California teaching credential. They were required to have taught one year in the school district at any level, kindergarten through sixth grade, or at the seventh and eighth grade levels in language arts or social studies. Applicants were required to commit themselves to fulfillment of their contracts in the school district for the academic year 1969-1970 and to complete the two-semester in-service program.

They were also required to complete an application form, submit a short written statement (500 words) explaining why and how participation in the Institute would be beneficial, and submit three letters of recommendation from persons in administrative or supervisory capacities familiar with their experience as a teacher. The Institute was funded for 40 teacher-participants. Thirty-nine applied, but only 31 qualified by completing all of the requirements. Twenty-five teachers were selected; nine were black (three males and six females) and 16 were white, (two males and 14 females). Their average age was 34 with a range from 20 to 56. All 11 schools in the Ravenswood City School District were represented.

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Evaluation of Part I

The Institute staff consisted of the Director and seven teacher-trainers. Each teacher-trainer was chosen to teach in his academic or professional specialty. All staff members were local educators who were

familiar with the educational needs of the school district. There were six black and one white teacher-trainers (see Appendix A).

Sensitivity training sessions were conducted by the Institute staff to assist the teachers in identifying their attitudes toward ethnic and racial groups, in general, and black people in particular. Role playing was employed as a means for self-criticism of individual attitude and to explore the depth of the teacher's understanding of his own attitudes.

Teacher Attitude Inventory

When the training sessions were finished, testing was begun.

Procedure. Two groups of teachers completed a Teacher Attitude Inventory. Both groups were teachers in the Ravenswood City School District. In this report the groups will be referred to as E.P.D.A. Group and Comparison Group. The E.P.D.A. Group was pretested during the first week of the Institute, and posttested during the last week of the Institute. The Comparison Group was tested once at the conclusion of the Institute and received no special training.

The Teacher Attitude Inventory was developed by the staff of the Institute in cooperation with the SCRDT evaluation staff. Items used in the inventory were modified and adapted from existing inventories reviewed by the evaluation staff. The Institute staff developed new items and, with suggestions from the evaluation staff, developed the final version of the Teacher Attitude Inventory (given as Appendix B).

Results. The Teacher Attitude Inventory consisted of 28 items designed to measure attitudes toward racial and ethnic groups. Fourteen of the items expressed a negative opinion and 14 expressed a positive opinion. Respondents were requested to make one of the following choices for each item:

1. Agree
2. Undecided: probably agree
3. Undecided: probably disagree
4. Disagree

From these responses, an attitude index was computed in the following manner: Each response was given a positive weight ranging from one to four. If an item was negatively worded, a response of Agree was given a value of one point, Probably Agree was given a value of two points, Probably Disagree was given a value of three points, and Disagree was given a value of four points. If an item was positively worded, the weighting procedure was reversed. The responses of each teacher were summed, and scores for all teachers were analyzed. Summaries of these analyses are given in Table 1 and 2.

TABLE 1

Significance of Difference in Pretest vs. Posttest Means: Teacher Attitude Inventory E.P.D.A. Group

E.P.D.A.		
Pre	Post	
$\bar{X}$ 84.31	$\bar{X}$ 88.95	D = +4.64
sd=6.14	sd=6.93	t = 2.32*
N = 22	N = 23	

*Significant at .05 level

TABLE 2

Significance of Difference in E.P.D.A. Group Posttest Means vs. Comparison Group Posttest Mean: Teacher Attitude Inventory

E.P.D.A.	Comparison	
$\bar{X}$ 88.95	$\bar{X}$ 82.36	D = -6.59
sd = 6.93	sd = 8.62	t = 2.68*
N = 23	N = 19	

*Significant at .05 level

To analyze teacher response to each item a frequency count was tallied by dichotomizing the choices and a chi-square test of significance was computed. The results of the analyses of the Teacher Attitude Inventory items showing significant differences in response at the .05 level: E.P.D.A. Group, pretest vs. posttest are shown in Table 3. It should be noted that only significant results have been reported.

The results of the analyses of the Teacher Attitude Inventory items showing significant differences in response at the .05 level: E.P.D.A. Group posttest vs. Comparison Group posttest are given in Table 4. It should be noted that only statistically significant results have been reported.

TABLE 3

Teacher Attitude Inventory Items
Showing Significant Differences in Response
at .05 Level
E.P.D.A. Group Pretest vs. Posttest

Question Number		Frequency Pre	Frequency Post	
2	Agree	5	20	X^2=18.79
	Disagree	17	3	

Question Number		Frequency Pre	Frequency Post	
3	Agree	13	20	X^2= 4.65
	Disagree	9	3	

Question Number		Frequency Pre	Frequency Post	
4	Agree	1	22	X^2= 37.35
	Disagree	21	1	

Question Number		Frequency Pre	Frequency Post	
5	Agree	13	20	X^2 = 5.94
	Disagree	9	2	

Question Number		Frequency Pre	Frequency Post	
10	Agree	14	6	X^2= 6.42
	Disagree	8	17	

Question Number		Frequency Pre	Frequency Post	
13	Agree	4	23	X^2=31.36
	Disagree	18	0	

Question Number		Frequency Pre	Frequency Post	
15	Agree	22	1	X^2=41.17
	Disagree	0	22	

Question Number		Frequency Pre	Frequency Post	
16	Agree	22	1	X^2= 41.17
	Disagree	0	22	

Question Number		Frequency Pre	Frequency Post	
17	Agree	22	1	X^2=41.17
	Disagree	0	22	

Question Number		Frequency Pre	Frequency Post	
18	Agree	4	0	X^2 = 4.59
	Disagree	18	23	

Question Number		Frequency Pre	Frequency Post	
26	Agree	2	8	X^2=4.29
	Disagree	20	15	

Question Number		Frequency Pre	Frequency Post	
27	Agree	12	23	X^2=13.44
	Disagree	10	0	

TABLE 4

Teacher Attitude Inventory Items
Showing Significant Differences in Response
at .05 Level
E.P.D.A. Group vs. Comparison Group

Question Number		Frequency EPDA	Comp	
2	Agree	20	5	$X^2=15.88$
	Disagree	3	14	

Question Number		Frequency EPDA	Comp	
4	Agree	22	2	$X^2=30.79$
	Disagree	1	17	

Question Number		Frequency EPDA	Comp	
5	Agree	20	6	$X^2=15.47$
	Disagree	2	13	

Question Number		Frequency EPDA	Comp	
12	Agree	21	11	$X^2=4.32$
	Disagree	2	6	

Question Number		Frequency EPDA	Comp	
13	Agree	23	2	$X^2=34.57$
	Disagree	0	17	

Question Number		Frequency EPDA	Comp	
18	Agree	0	4	$X^2= 5.35$
	Disagree	23	15	

Question Number		Frequency EPDA	Comp	
20	Agree	0	4	$X^2=5.13$
	Disagree	22	15	

Question Number		Frequency EPDA	Comp	
23	Agree	16	8	$X^2=3.94$
	Disagree	6	11	

Question Number		Frequency EPDA	Comp	
25	Agree	10	15	$X^2=5.43$
	Disagree	13	4	

Question Number		Frequency EPDA	Comp	
27	Agree	23	13	$X^2=8.47$
	Disagree	0	6	

Word Association: Scales I and II

A semantic differential instrument was used to assess attitudes toward concepts given emphasis in the training.

Procedure. The staff of the Institute in cooperation with the evaluation staff developed a list of 18 pairs of bipolar adjectives and 12 concepts. The 12 concepts were divided to make two scales. In this report the scales will be referred to as Scale I and Scale II. The concepts used were:

Scale I	Scale II
1. Race	7. White
2. Negro Dialect	8. Western Civilization
3. Black	9. Negro
4. Myself	10. Afro-American History
5. African Civilization	11. Community Control
6. Culturally Disadvantaged	12. Intelligence Tests

Each concept was rated on the same 18 pairs of adjectives. Word Association Scales I and II will be found in Appendix C.

The E.P.D.A. Group was pretested during the first week of the Institute, and posttested during the last week of the Institute. The Comparison Group was tested once at the conclusion of the Institute and received no special training.

Summaries of the analyses of pretest and posttest performance of the E.P.D.A. Group are given in Tables 5 and 6. Significant differences, pretest vs. posttest, were found for the concepts of "race," "white," and "western civilization."

Summaries of the comparative analyses of the performance of the E.P.D.A. and Comparison Group are presented in Tables 7 and 8. Significant differences in posttest averages were found for the concepts of "race," "white," and "western civilization."

TABLE 5

Significance of Differences
in Pretest vs. Posttest Means
Word Association Scale I
E.P.D.A. Group

Concept	Pretest (N=25)		Posttest (N=23)		D	t
	Mean	sd	Mean	sd		
Race	74.48	11.53	49.73	18.03	-24.75	5.60*
Black	84.40	22.27	89.95	24.45	5.55	0.80
African Civilization	83.48	8.62	86.00	23.06	2.52	0.50
Negro Dialect	86.88	13.94	95.04	24.7	8.16	1.39
Myself	99.00	12.46	90.56	22.94	-8.44	1.57
Culturally Disadvantaged	72.16	15.54	67.52	22.33	-4.64	0.78

*Significant at .05 level

TABLE 6

Significance of Differences
in Pretest vs. Posttest Means
Word Association Scale II
E.P.D.A. Group

Concept	Pretest (N = 25)		Posttest (N = 23)		D	t
	Mean	sd	Mean	sd		
White	71.76	11.46	55.82	16.24	-15.94	3.87*
Western Civilization	73.72	11.43	55.39	14.47	-18.33	4.79*
Afro-American History	86.96	9.17	91.73	15.17	4.77	1.30
Community Control	87.36	9.65	93.73	18.26	6.37	1.5
Negro	81.20	10.64	85.39	14.55	4.19	1.12
Intelligence Tests	57.80	20.27	47.60	19.96	-10.20	1.72

*Significant at .05 level

TABLE 7

Significance of Differences
in Group Posttest Means
Word Association Scale I
E.P.D.A. Group vs. Comparison Group

Concept	EPDA (N = 23)		Comparison (N=20)		D	t
	Mean	sd	Mean	sd		
Race	49.73	18.03	79.65	17.12	29.92	5.43*
Negro Dialect	94.04	24.73	93.20	15.06	-.84	.13
Black	89.95	24.45	96.10	15.86	8.15	.94
African Civilization	86.00	23.06	88.90	15.65	2.90	.46
Culturally Disadvantaged	67.52	24.33	73.50	14.57	5.98	.94
Myself	90.56	22.94	100.80	13.99	10.24	1.70

*Significant at .05 level

TABLE 8

Significance of Differences
in Group Posttest Means
Word Association Scale II
E.P.D.A. Group vs. Comparison Group

Concept	EPDA (N = 23) Mean	sd	Comparison (N = 20) Mean	sd	D	t
White	55.82	16.24	73.20	11.46	17.38	3.91*
Community Control	93.73	18.26	89.65	14.15	-4.08	.79
Western Civilization	55.39	14.47	75.05	12.06	19.66	4.69*
Afro-American History	91.73	15.17	93.90	16.13	2.17	.44
Intelligence Tests	47.60	19.96	56.85	20.85	9.25	1.45
Negro	85.39	14.55	87.30	16.48	1.91	.39

*Significant at .05 level

E.P.D.A. Final Examination

A Final Examination was constructed by each of the instructors of the six instructional units to test the results of the educational seminars.

Procedure. Each instructor submitted questions and answers for his own unit. The questions were then compiled into the Final Examination, keeping the questions for each unit together. The instructional units varied in the number of questions and type of test. The instructional units were:

Black Experience in Literature

Racism and Prejudice

History of the Civil Rights Movement

History of Tropical Africa to the 19th Century

Afro-American History

Contemporary Education of Afro-Americans

The Final Examination will be found in Appendix D.

Results. Average unit scores and standard deviations for the E.P.D.A. and Comparison Groups were calculated. The E.P.D.A. Group was tested during the last week of the Institute. The Comparison Group was tested after the conclusion of the Institute and received no special training. Comparative analyses of group performance are summarized in Table 9.

Discussion

On all tests given at the end of the first stage of the Institute, the E.P.D.A. Group scored higher than the Comparison Group.

Teacher Attitude Inventory

The E.P.D.A. Group exhibited a statistically significant increase in average total score on the Teacher Attitude Inventory between pretest and posttest. Further, at the end of the Institute, the E.P.D.A. Group, on the average, scored significantly higher than the Comparison Group.

Though statistically significant, these differences are modest in psychological magnitude. With an instrument that has a possible range of 0 - 182, the difference between pretest and posttest average for the E.P.D.A. Group was only 4.64 points.

The Institute had its most dramatic attitudinal effects with regard to topics such as the academic preparation of minority teachers, the

TABLE 9

Comparison of Group Means
for Each of Six Instructional Units
E.P.D.A. Final Examination

Units	Maximum Score	E.P.D.A. Mean	E.P.D.A. sd	E.P.D.A. N	Comparison Mean	Comparison sd	Comparison N	D	t
Black Literature	24	16.67	3.04	21	12.45	3.60	20	-4.22	3.96*
Racism and Prejudice	25	7.52	2.42	21	5.56	2.55	18	-1.96	2.40*
Civil Rights	16	10.10	3.19	21	2.72	2.35	18	-7.38	7.90*
African History	24	12.38	3.69	21	4.00	3.38	19	-8.38	7.29*
Afro-American History	25	15.62	3.81	21	10.59	6.50	17	-5.03	2.89*
Contemporary Education of Afro-Americans	25	14.67	2.20	21	9.30	4.00	20	-5.37	5.23*

*Significant at .05 level

aspirations of Negro families for the children's education, the suitability of vocational education for minority students, and preferential treatment in the employment of minorities.

Word Association

As with the Teacher Attitude Inventory, the semantic differential measures indicate moderate changes in the conceptual structure of the teachers. Only the concepts of "race," "white," and "western civilization" reflect statistically significant change.

Final Examination

On each of the six instructional units, the E.P.D.A. Group scored substantially (and statistically significantly) higher than the Comparison Group. Though no pretest data are available, the effectiveness of the Institute in imparting information seems clear.

Summary

The evaluative measures reported here were applied only to the first stage of the Institute's work. Consequently, the danger of over-interpreting the results is very real. Even so, these data suggest that the Institute was more successful in correcting misinformation and imparting new knowledge than in changing attitudes. It may very well be that teachers volunteering for such an institute are already more sensitive to educational racism than their nonvolunteer counterparts. If that is so, then one should not expect dramatic changes in attitude scores. It may also be that the observable manifestations of attitude change require time and experience before becoming apparent.

Others involved in training teachers to serve in black communities should know that this institute was devised and administered by black educators and that the teachers were in service in a school district governed by an all black school board and a black superintendent. The institute was not just about education in minority communities; it was in and of urgent local educational concerns.

After the trainees returned to their classrooms and the second stage of the program was performed, the new information and understanding gained during the summer was tested in daily experience. The first stage apparently fulfilled its purpose successfully.

APPENDIX A

Institute Staff

Director: Warren C. Hayman

Qualifications: Ph.D. candidate, Stanford University; M.A., Stanford University; B.S., Coppin State College, Baltimore, Md.; teaching credentials in the states of Maryland, New York, and California; administrative credential in California.

Experience: Principal, Belle Haven Elementary School, Ravenswood City School District. Vice-Principal, Costano Elementary School, Ravenswood City School District. Classroom experience: Six years Baltimore Public Schools; one year Palo Alto Unified School District.

Specific Responsibilities:
Select staff and interview applicants. Conduct preservice staff orientation and direct curriculum writing phase with language arts and social studies consultants. Develop program schedule and handle Institute public relations and communications. Disseminate evaluation report and director's report on program. Academic-year responsibilities were planned to include observation of classroom teaching, conducting monthly meetings of participants, and evaluating classroom teaching along with the staff from the Stanford Center for Research and Development in Teaching.

Assistant Director: Delores Mack

Qualifications: Post-doctoral student at VA Hospital, Menlo Park, Calif.; Ph.D., Stanford, Educational Psychology; M.A., Stanford University; B.A., Brooklyn College.

Experience: VA Hospital Psychologist. Teacher Assistant, Racism and Prejudice, Stanford University; Operation Crossroads, Kenya, Africa.

Specific Responsibilities:
Institute evaluation coordinator. Direct the resource center and plan for guest lectures and new experimental curriculum materials. Instructor, Racism and prejudice lectures series and discussion groups.

Full-time Instructional Staff

Zamba Liberty:	Ph.D. candidate, Stanford University; M.A., Stanford University; B.A., Ohio Wesleyan University.
Experience:	Coordination Committe of Afro-American, African Civilizations Program, Stanford University, Citizen of Liberia, Africa.
Unit:	African History lecture series and discussion groups.
Byron Skinner:	Advanced graduate studies, Stanford University and the University of California at Berkeley. M.A., San Francisco State College; B.A., Western Michigan, Illinois State College.
Experience:	Instructor, Canada Junior College. Teacher, Sequoia Union High School District; Chicago Public Schools; Tuskegee Institute.
Unit:	Afro-American History lecture series and discussion groups.
Sidney Walton:	M.A., San Francisco State College; B.A., San Francicso State College.
Experience:	Principal, Martin Luther King Jr. High School, Sausalito, Calif. Director, Multicultural Activities, Palo Alto Unified School District; Instructor, University of California at Berkeley; Instructor, Merritt Junior College, Oakland, Calif.; Principal, Fremont Public Schools, Fremont, Calif. Author: Black Curriculum, Black Liberation Publishers, East Palo Alto, Calif.
Unit:	Contemporary Education of Afro-Americans.
Tom Grissom:	Ph.D. candidate, Stanford University; M.A., Columbia University; B.A., Ohio Wesleyan University.
Experience:	Teaching Assistant, Stanford University. Assistant Professor, School of Education, Macalester College, St. Paul, Minn.; Instructor, College Readiness Program, College of San Mateo, and Upward Bound, Stanford University. Consultant, Ohio State University College Readiness Program.
Unit:	Civil Rights Movement lecture series and discussion groups.

Nettye Goodard*: Graduate Studies, San Jose State College and University of Pennsylvania; B.A., Talledega College.

Experience: Coordinator of Black Studies, San Jose Unified School District. Teacher, San Jose Unified School District; Instructor, San Jose State College; Faculty, Notre Dame College, Belmont, Calif.

Unit: Black Experience in Literature.

Thomasine L. Wilson**: Ph.D. candidate, Stanford University; M.A., UCLA: B.A., Hiram College, Ohio.

Experience: Director of Student Teaching, San Jose State College. Professor of Education, San Jose State College Extension; Teacher, Ravenswood City School District; Instructor, Monrovia University, Liberia; Stanford International Development Education Center.

Unit: Social Studies Consultant

*Part-time instructional staff
**Consulting staff

APPENDIX B

Teacher Attitude Inventory

Directions

Please answer all questions honestly and with care. Notice that you do not sign your name on this sheet. No one will know how you individually marked your answer. It is important that you answer all of the questions. Please follow these directions.

(a) Read the questions and decide upon your answer.

(b) Place an (x) on the line next to your answer.

1. In those situations where there might be very real difficulties of implementation, the policy of equal opportunity must be carried out vigorously because it is legally and morally correct.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

2. Many Negroes on welfare are indifferent about the education of their children.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

3. Minority students are justified in disrupting school activities in attempting to combat discriminatory practices.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

4. Minority teachers are generally inferior in their academic background.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

5. Universities should discriminate in favor of Negroes in their admissions policies.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

6. An IQ score is a reflection of inherent intellectual abilities.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

7. Many Negro children cannot be expected to reach a high level of subject-matter mastery.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

8. All high achool students should be required to take a course on Racism and Prejudice.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

9. White parents will readily accept minority teachers for their children.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

10. Many Negro students do not take their academic work seriously.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

11. Negro children are no more physically aggressive than white children.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

12. A significant number of Negro children have antagonistic attitudes toward "school."

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

13. Negro families are less interested in college for their children than white families.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

14. Negro children are capable of utilizing language in a rich and free fashion.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

15. Negro children will benefit more from the vocational rather than the academic aspects of education.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

16. "Equal Employment Policy" can be misinterpreted as "Give preferential treatment to minority groups," thus weakening the merit system.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

17. Hiring standards and job prestige will be lowered if extensive recruitment of minority teachers is attempted.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

18. Extremist elements in the civil rights movements are trying to do too much too quickly.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

19. Segregation of education in northern schools has lead to discrimination against Negroes.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

20. Race problems will work themselves out eventually. These problems are only enlarged by the concept of "freedom now."

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

21. Though scientific research does not show conclusive evidence, certain minority groups show distinctive abilities peculiar to their race.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

22. Americans, historically, are prone to favor the "underdog" whether it be in sports, business competition, or racial persecution.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

23. White educators fear the additional competition of minority job seekers.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

24. It is unlikely that minority groups will ever be completely accepted by the majority group.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

25. White teachers will readily accept professional leadership from Negro administrators.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

26. When minority groups move into a neighborhood, the quality of education in the local schools suffers.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

27. The major cause of disruptions in schools having minority students is white racism.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

28. The content of school programs should be designed to match the psychological characteristics of different minority groups.

Agree _____
Undecided; probably agree _____
Undecided; probably disagree _____
Disagree _____

APPENDIX C

Word Association Scale I

Directions

On each of the following pages there is a different topic for you to describe. Your description can be made by marking the list of words on the page. Take a look to see how this is done. Each pair of words forms a scale.

For example, if you feel that the topic named at the top of the page is very closely associated with one end of the scale, you would place a check mark as follows:

(fair X :__:__:__:__:__:__unfair) OR (fair__:__:__:__:__:__:X unfair)

If you feel that the topic named at the top of the page is closely related to one or the other end of the scale, you would place a check mark as follows:

(strong__:X:__:__:__:__:__weak) OR (strong__:__:__:__:__:X:__weak)

If you feel that the topic named at the top of the page is only slightly related to one or the other end of the scale, you would place a check mark as follows:

(hard__:__:X:__:__:__:__soft) OR (hard__:__:__:__:X:__:__ sort)

If you consider both sides equally associated with the topic named at the top of the page, you would place a check mark as follows:

(safe__:__:__:X:__:__:__dangerous)

Remember: Never put more than one check mark an any scale. And also be sure to check every item. If you feel that a pair of words does not apply, or if you are undecided, place the check mark in the center space, do not leave the line blank.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

We do not want to know your name for this study. Please do not write your name on these forms.

Thank you.

Note: In addition to Race, this scale was also administered for the topics Negro Dialect, Black, Myself, African Civilizations, and Culturally Disadvantaged.

RACE

WISE____:____:____:____:____:____:____FOOLISH

UNIMPORTANT____:____:____:____:____:____:____IMPORTANT

KIND____:____:____:____:____:____:____CRUEL

COOL____:____:____:____:____:____:____WARM

WEAK____:____:____:____:____:____:____STRONG

YOUNG____:____:____:____:____:____:____OLD

DANGERUOS____:____:____:____:____:____:____SAFE

NEAR____:____:____:____:____:____:____FAR

SAD____:____:____:____:____:____:____HAPPY

BEAUTIFUL____:____:____:____:____:____:____UGLY

SICK____:____:____:____:____:____:____HEALTHY

UNSUCCESSFUL____:____:____:____:____:____:____SUCCESSFUL

EASY-GOING____:____:____:____:____:____:____STRICT

DULL____:____:____:____:____:____:____INTERESTING

CLEAN____:____:____:____:____:____:____DIRTY

USEFUL____:____:____:____:____:____:____USELESS

HARD____:____:____:____:____:____:____SOFT

BAD____:____:____:____:____:____:____GOOD

APPENDIX D

Word Association Scale II

Directions

On each of the following pages there is a different topic for you to describe. Your description can be made by marking the list of words on the page. Take a look to see how this is done. Each pair of words forms a scale.

For example, if you feel that the topic named at the top of the page is very closely associated with one end of the scale, you would place a check mark as follows:

(fair X : __ : __ : __ : __ : __ : __ unfair) OR (fair __ : __ : __ : __ : __ : __ : X unfair)

If you feel that the topic named at the top of the page is closely related to one or the other end of the scale, you would place a check mark as follows:

(strong __ : X : __ : __ : __ : __ : __ weak) OR (strong __ : __ : __ : __ : __ : X : __ weak)

If you feel that the topic named at the top of the page is only slightly related to one or the other end of the scale, you would place a check mark as follows:

(hard __ : __ : X : __ : __ : __ : __ soft) OR (hard __ : __ : __ : __ : X : __ : __ soft)

If you consider both sides equally associated with the topic named at the top of the page, you would place a check as follows:

(safe __ : __ : __ : X : __ : __ : __ dangerous)

Remember: Never put more than one check mark on any scale. And also be sure to check every item. If you feel that a pair of words does not apply, or if you are undecided, place the check mark in the center space, do not leave the line blank.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

We do not want to know your name for this study. Please do not write your name on these forms.

Thank you.

Note: In addition to White, this scale was administered for the topics Western Civilizations, Negro, Afro-American History, Community Control, and Intelligence Tests.

WHITE

WISE____:____:____:____:____:____:____FOOLISH

UNIMPORTANT____:____:____:____:____:____:____IMPORTANT

KIND____:____:____:____:____:____:____CRUEL

COOL____:____:____:____:____:____:____WARM

WEAK____:____:____:____:____:____:____STRONG

YOUNG____:____:____:____:____:____:____OLD

DANGEROUS____:____:____:____:____:____:____SAFE

NEAR____:____:____:____:____:____:____FAR

SAD____:____:____:____:____:____:____HAPPY

BEAUTIFUL____:____:____:____:____:____:____UGLY

SICK____:____:____:____:____:____:____HEALTHY

UNSUCCESSFUL____:____:____:____:____:____:____SUCCESSFUL

EASY-GOING____:____:____:____:____:____:____STRICT

DULL____:____:____:____:____:____:____INTERESTING

CLEAN____:____:____:____:____:____:____DIRTY

USEFUL____:____:____:____:____:____:____USELESS

HARD____:____:____:____:____:____:____SOFT

BAD____:____:____:____:____:____:____GOOD

APPENDIX E

Black Culture and White Racism

E.P.D.A. Summer Institute

Posttest - Final Examination

Directions:

This test is designed to find out what you have learned about the racial situation in America during this six-week Institute. The test consists of six sections covering each of the six areas of instruction in the Institute. The test requires at most about one hour and a half to complete. Do not begin the examination until you are told to do so by the examiner. Once you begin, do not spend too much time on any one item. After you have finished one section, proceed immediately to the next section. No questions may be asked after the examination has begun.

Do not write on this booklet. A separate answer sheet is provided. Put all of your answers on the answer sheet. In most cases this involves selecting the best answer for each item and putting the letter of the answer on the space provided on the answer sheet. In some cases, however, a fill-in answer is requested. This should also be put on the answer sheet. If you should decide to change any answer, erase the first one completely.

BLACK EXPERIENCE IN LITERATURE E.P.D.A. Summer Institute
Nettye Goodard

1. Probably the greatest and most effective use of dialect in poetry occurred in the poetry of:

   a. Julia Perkins
   b. Joel Chandler Harris
   c. Paul Laurence Dunbar
   d. James Weldon Johnson

2. The first poet who used dialect effectively and at the same time displayed a black self-consciousness was:

   a. Paul Laurence Dunbar
   b. Lucy Terry
   c. Sutton Diggs
   d. James Weldon Johnson

3. The first poem to be written by a black person in 1746 was:

   a. "To the Earl of Dartmouth"
   c. "Clotel"
   c. "Bars Fight"
   d. "O Black and Unknown"

4. The early black novel was characterized by:

   a. social consciousness
   b. plantation/genteel tradition
   c. realism
   d. nationalism

5. The most significant novel written by a black man during the early 20th century was:

   a. Not Without Laughter
   b. The Autobiography of an Ex-Colored Man
   c. The Mill on the Floss
   d. Clotel

6. The first important period of nationalism, therefore self-consciousness, in black literature was:

   a. The Depression Years
   b. The Resonstruction Era
   c. The Harlem Renaissance
   d. The arly forties

7. Which name is misplaced insofar as the names are contemporaries of an era:

   a. Countee Gullen
   b. Claude McKay
   c. Langston Hughes
   d. LeRoi Jones

8. The greatest novel written during the early forties was:

   a. Black Thunder
   b. Youngblood
   c. Native Son
   d. Jubilee

9. The Pulitzer Prize winner in poetry among black poets is:

   a. Langston Hughes
   b. Gwendolyn Brooks
   c. LeRoi Jones
   d. Countee Gullen

10. Of the four names listed below, which shows a mastery in the use of the black idiom and blues and jazz qualities in poetry?

   a. Langston Hughes
   b. LeRoi Jones
   c. Claude McKay
   d. Roi Ottley

11. An early black blues singer of note was:

   a. Sister Rosetta Thorp
   b. Big Mama Thronton
   c. Ernestine Anderson
   d. Ma Rainey

12. A significant characteristic of black music in song is:

   a. sentimentality
   b. European influence
   c. call and response

13. Changes in the style of black music can be related to:

    a. urban migration
    b. economic factors
    c. family structure
    d. religious influence

14. One significant theme to be found in blues and rhythm and blues is:

    a. survival
    b. love and its problems
    c. drug addiction
    d. peace

15. The father of the blues was:

    a. Leadbelly
    b. Muddy Waters
    c. W.C. Handy
    d. Jelly Roll Morton

16. The King of Soul is:

    a. James Brown
    b. Joe Tex
    c. Marvin Gaye
    d. B.B. King

17. The father of gospel music was:

    a. Rev. Alex Bradford
    b. Thomas A. Dorsey
    c. James Cleveland

18. The black idiom above significant influence from one of the following areas:

    a. Egypt
    b. West Africa
    c. East Africa

19. The teacher's attitude toward the black student's use of language should be one which:

    a. encourages him to abandon his habits
    b. derides his use of language
    c. gently guides him toward the use of standard English while providing opportunities for him to use his dialect imaginatively
    d. forbids and punishes any use of his dialect

20. A further attitude that the teacher should develop would be one which:

    a. provided opportunities for listening to, examining, and discussing the characteristics of many regional and ethnic dialects
    b. assumed that language is correct or incorrect
    c. concentrated on literature that only the teacher provides

21. Rhythm and blues and gospel show:

    a. marked differences in style
    b. great similarity in style
    c. marked differences in origin

22. The lastest period of nationalism in black literature is known as:

    a. Black Culture
    b. Black Nationalism in Literature
    c. The Black Aesthetic

23. A black writer may often use taboo words in his literature:

    a. just to be hostile
    b. because he has the freedom to do so
    c. because he's trying to insult whites
    d. because he is attempting to honestly portray his characters, and because he presents a truth about the experience of being black in America

24. The words of black song lyrics are valuable for use in poetry because:

    a. they are written by blacks
    b. they rhyme
    c. they contain many of the elements of poetry, and they permit the student to indentify readily with the themes and images

RACISM AND PREJUDICE
Delores Mack

E.P.D.A. Summer Institute

1. As used in the United States race is a:

   a. biological concept
   b. social concept
   c. anthropological concept
   d. all of these
   e. none of these

2. When Ashley Montague calls race "man's most dangerous myth," he is referring to the belief that:

   a. physical and mental traits are linked
   b. racial differences are measurable by IQ tests
   c. race is a fixed and unchangeable part of the germ plasm
   d. all of these
   e. none of these

3. A good definition of prejudice is:

   a. attributing to a certain group of people certain traits which upon close examination are not supported by fact
   b. an aversive or hostile attitude toward a person who belongs to a group simply because he belongs to that group
   c. attributing to a group of people traits which are obtained by scientific inquiry
   d. all of these
   e. none of these

4. The general finding that the highest rate of rejection is shown to Blacks depends upon:

   a. geographical location
   b. education
   c. socioeconomic class
   d. all of these
   e. none of these

5. The following theory is basically a descriptive approach to the study of prejudice:

   a. phenomenological approach
   b. the historical approach
   c. earned reputation approach
   d. all of these
   e. none of these

6. The term latent liberal refers to the hypothesis that:

   a. The South is less anti-Semitic than the rest of the U.S.
   b. F scores are no higher in the South than in other parts of the U.S.
   c. The South is strongly anti-Black because of conformity habits and needs
   d. all of these
   e. none of these

7. The following factors act to decrease prejudice between ethnic groups:

   a. frozen heterogeneity
   b. vertical mobility
   c. anomie
   d. all of these
   e. none of these

8. Allport contends that the scapegoats of America are:

   a. Jews
   b. Blacks
   c. immigrant groups
   d. all of these
   e. none of these

9. Black women are:

   a. better educated than Black men
   b. have more power in the family than Black men
   c. have more power in the community than Black men
   d. all of these
   e. none of these

10. Do stereotypes about Jews in the American population occur:

   a. more often than those about Blacks
   b. less often than those about Blacks
   c. about as frequently as those about Blacks

11. The chief source of prejudice attitudes is:

   a. home
   b. school
   c. peers
   d. church
   e. none of these

12. White children tend to:

    a. be aware of racial differences earlier than Black children
    b. be more rejective of Black dolls than Black children
    c. assign white dolls nicer clothes more often than Black children do
    d. all of these
    e. none of these

13. In the learning of prejudice, the first stage is one of:

    a. total rejection
    b. pregeneralized learning
    c. differentiation of attitudes
    d. none of the above

14. Trauma in the conditioning of prejudices:

    a. is reported by a small number of those questioned
    b. may intensify or accelerate a process already underway
    c. may be invented by people to explain their present prejudices
    d. all of the above
    e. none of the above

15. People who are described as impunitive are those who when frustrated tend to:

    a. blame no one for the frustration
    b. blame themselves for the frustration
    c. blame outside agents for the frustration

16. An important source of frustration associated with prejudice is:

    a. constitutional and personal
    b. family relations or frustrations within the family
    c. community relations
    d. all of the above
    e. none of the above

17. The natural response to frustration is:

    a. aggressive behavior
    b. constructive behavior
    c. regressive behavior
    d. all of the above
    e. none of the above

18. "Paranoid bigots"

a. can be persuaded by a one-sided argument
b. can be persuaded by a two-sided argument
c. are nearly impossible to change
d. all of the above
e. none of the above

19. The most approved way of handling guilt is?

a. denial of guilt
b. discrediting the accuser
c. projection of guilt
d. all of these
e. none of these

20. People who score high on tests of prejudice:

a. have high tolerance for ambiguity
b. have empathy or insight into others
c. express ambivalence toward their parents
d. all of these
e. none of these

21. Studies show that the most prejudiced religious group is the:

a. Jews
b. Catholics
c. Protestants
d. all of these
e. none of these

22. A white communicator makes a better persuader for a white audience than a Black one because of?

a. expertise
b. co-orientation
c. high credibility
d. all of these
e. none of these

23. The method most used by merchants in low-income areas to control payments is:

a. repossession
b. liens against property and wages
c. discounting paper
d. credit association ratings
e. none of these

24. Neuroticism occurs most frequently among:

a. immigrant whites
b. affulent whites
c. poor whites
d. Blacks
e. none of these

25. It is possible to successfully compare the native intelligence of whites and blacks in this country by carefully matching them on:

a. class
b. education
c. income
d. all of these
e. none of these

HISTORY OF THE CIVIL RIGHTS MOVEMENT E.P.D.A. Summer Institute
Tom Crissom

1. Which of the following established the legality of "separate and equal" institutions?

   a. Sweat vs. Painter
   b. Brown vs. Board of Education
   c. Marbury vs. Madison
   d. Scottsboro cases
   e. Plessy vs. Ferguson

2. Which of the following overturned the constitutionality of that practice by declaring it "inherently unequal"?

   a. Sweat vs. Painter
   b. Brown vs. Board of Education
   c. Marbury vs. Madison
   d. Scottsboro cases
   e. Plessy vs. Ferguson

3. In present-day terms, which of the following men was the most radical in his day?

   a. Marcus Garvey
   b. W.E.B. DuBois
   c. Booker T. Washington
   d. A. Phillip Randolph

4. Which is the best description of Civil and Human Rights in America?

   a. rigidly defined, granted through the legal system, and applicable to all
   b. flexibly defined, realized through legal and illegal actions inconsistently applied.
   c. defined in legal code, applied legally, changed legally
   d. open ended, always broadening, realized through legal and illegal actions, applied to all persons

5. If the formal "Civil Rights Movement" ended in 1965, when did it begin?

   a. 1947
   b. 1865
   c. 1909
   d. 1896
   e. 1619

6. List the primary means utilized by the organizations and individuals in the column on the left for realizing full civil rights. There may be more than one (1) correct answer for each.

6. NAACP	a. legislation
7. SNIC	b. economic boycott
8. William Lloyd Garrison	c. judicial system
9. Frederick Douglass	d. pamphleteering
10. Universal Negro Improvement Association	e. moral suasion
	f. terrorism
	g. Black Nationalism

11. Between 1873-1900, the Supreme Court could be classified as _____ in its interpretation of the U.S. Constitution.

a. liberal
b. reactionary
c. conservative
d. radical

12. List four (4) American Black leaders in the struggle for equality among men who have left this country in protest, disenchantment, fear, or deportation proceedings during this century.

a.
b.
c.
d.

13. Give two (2) organizational examples of the separationist point of view in race relations.

a.
b.

14. Give two (2) individual examples of the separationist point of view, in race relations.

a.
b.

15. Give two organizational examples of the integregationist point of view in race relations:

a.
b.

16. Give two individual examples of the integregationist point of view in race relations:

a.
b.

17. In contrast to Southern hostilities, the relation of the Border States to the Black man was:

a. pronounced differences in the social status of Whites and Blacks
b. milder forms of segregation and discrimination
c. greater security for life and property
d. equal educational opportunities for Whites and Blacks

18. The largest percentage of the Black population is engaged in which of the following occupations?

a. manufacturing and mechanical industries
b. agriculture and public services
c. domestic and personal services
d. professional and agricultural services

19. With reference to the labor force:

a. generally speaking more Black Men are hired in comparison to White Men
b. Black Women obtain employment much easier than Black Men
c. More Black Women work than White Women
d. Blacks are paid lower wages than Whites

20. Although the United States Supreme Court ruled that segregation in the public schools was unconstitutional:

a. some formerly all White schools became almost all Black schools
b. almost all of the Southern schools are now integrated
c. many Whites moved to other neighborhoods
d. many lost interest in trying to better the school system

21. Numerous reasons have been used for nonemployment of Blacks in good lucrative jobs, the chief reason being:

    a. Whites do not like to see Blacks in positions because it gives them a sense of inferiority
    b. Blacks do not have enough intelligence and imagination to hold executive positions
    c. Whites do not like the idea of playing a subservient role to a Black in an executive position
    d. a general rationalization of all reasons in order to serve a specific purpose

22. The "Jim Crow" Laws referred to:

    a. laws establishing a minimum wage for Blacks
    b. laws which pertained to the Black and the Social Security Act
    c. laws which provided for segregation of the Black
    d. poll tax laws which referred to the voting ability of the Blacks

23. Which one of the following over the years best depicts the Black Man's struggle against the caste system?

    a. The Inter-Racial Commission
    b. The N.A.A.C.P.
    c. The National Urban League
    d. The General Education Board and Phelps Stokes

24. Which of the following perhaps served to provide the Black Man with a sense of togetherness?

    a. the lodge and fraternal organizations
    b. the Methodist and Baptist Churches
    c. industrial and business organizations
    d. slavery and servitude

25. Which of the following reasons can best account for the Black Man's migration from the farm?

    a. the movement of the cotton production from the South to the Southwest
    b. general overproduction
    c. the development of new openings for Blacks in Northern industries
    d. agricultural problems such as tenant farming

HISTORY OF TROPICAL AFRICA TO THE 19TH CENTURY E.P.D.A. Summer Institute
Zamba Liberty

1. Several kinds of sources are frequently used to write African history. These sources include:

   a. written documents and anthropology
   b. oral tradition and archaeology
   c. linguistics
   d. all of them

2. The indigenous races of Africa are:

   a. Semites and Hamites
   b. Caucasoid, Negroid, Khoisan, Boskopoid
   c. Bushmen, Hottentots, Negrillos
   d. Songhai, Bambara, Malinke, Bemba

3. The four major language groups of Africa are:

   a. Nuer, Lingala, Hausa, Mende
   b. Susu, Sotho, Mongo, Turkana
   c. Niger-Congo, Sudanic, Afro-Asiatic, Khoisan
   d. Berber, Cushitic, Krie, Twi

4. Kerma, Napala, Meroe were the various capitals or leading commercial towns of:

   a. Kish
   b. Nubia
   c. Axum
   d. none

5. Axum was:

   a. the predecessor state to Ethiopia
   b. the successor state to Ethiopia
   c. the king of Kush
   d. the viceroy of Upper Egypt

6. The best-remembered king of Zagwe Dynasty of Ethiopia is:

   a. Menelik
   b. Theodore
   c. Lalibela
   d. Haile Selassie

7. The 'Golden Age' of the Swahili Coast was:

   a. 8th and 9th centuries
   b. 5th through 8th centuries
   c. 1500-1800
   d. 1200-1500

8. Kilwa was:

   a. the leading commercial town of eastern Africa in 12th and 13th centuries
   b. the sultan of Sofala
   c. the emperor of the Zanj
   d. the northernmost entrepot of the East African coast

9. Rowzi were:

   a. seamen of Mogadiscio
   b. ruling clan of Mwanamutapa
   c. Arabic traders from Muscat
   d. Nilotic invaders of Mombasa

10. Bantu is

    a. a city
    b. an island
    c. a river
    d. a language subgroup

11. Kumbi Saleh:

    a. the capital of Ghana
    b. an Arab chronicle of Ghana
    c. the commanding general of the Ghanaian army
    d. the ruling tribe of Ghana

12. Soninke:

    a. the capital of Ghana
    b. the ruling people of Ghana
    c. an Arab chronicle of Ghana
    d. the commanding general of the Ghanaian navy

13. Sundiata

    a. founder of the Malian Empire
    b. last king of Ghana
    c. best known monarch of Songhai
    d. none of these

14. Mansa Musa:

a. capital of Mali
b. gold-bearing region of Songhai
c. greatest monarch of Mali
d. famous Timbuctoo scholar

15. Sunni Ali:

a. principal river of Mali
b. first great king of Songhai
c. Mossi warlord of 16th century
d. Fulani marabout of Macina

16. Mais:

a. city-state of Central Sudan
b. Islamic scholar of Sokoto
c. title of kings of Kanem-Bornu
d. tributary of Niger River

17. Daura, Kano, Zazzau, Gobir, Katisina:

a. kings of Mali
b. cities of Ghana
c. tribes of Songhai
d. city-states of Hausaland

18. Oreagadaugou:

a. satellite state of Kanem-Bornu
b. a Mossi-Dagomba state
c. mufti of Gao
d. none of these

19. Mbanza:

a. manikongo Nzinga Mbuwu
b. Afonso I
c. capital of Kongo kingdom
d. Lunda priestess

20. Obas:

a. title of rulers of Oyo and Benin
b. title of middlemen during the slave trade
c. title or ruler of Akwamu state
d. a footsoldier in Dahomeyan army

21. Ossi Tutu

a. the peasant stratum of the Wolof state
b. fountainhead of Tiv civilization
c. secret society of Kpelle
d. Ashantihene

22. Jihad means:

a. peace
b. defense
c. holy war
d. Islamic religious leader

23. Mfecane means:

a. times of turmoil
b. great leader of Zulu
c. palace revolt
d. welcome

24. Samouri Toure:

a. 17th-century Tukolor leader
b. 19th-century Malinke state builder
c. 18th-century Senufo reformer
d. 16th-century Tuareg maurader

AFRO-AMERICAN HISTORY
Byron Skinner

E.P.D.A. Summer Institute

1. The ancient Egyptians can be best characterized as a:

   a. white race
   b. black race
   c. mixed race
   d. Mediterranean race
   e. none of these

2. Egyptian culture is best described by which of the following:

   a. Mediterranean in nature
   b. Semitic
   c. Sudanese
   d. a synthesis of the above three
   e. none of these

3. Which of the following was not an ancient African state:

   a. Songhay
   b. Gonga-Mussa
   c. Mali
   d. Ghana
   e. none of these

4. Racism is said to be a product of modern times; which of the following factors aided its development.

   a. the commercial revolution
   b. The Renaissance
   c. Christianity
   d. modern science
   e. (a and b)
   f. (b and c)
   g. all of these

5. Ironically, the decision on the part of European rulers to send blacks to the New World as slaves, was considered an act of mercy. Which of the following influenced this decision:

   a. Intervention
   b. Bishop Las Casas
   c. Prince Henry
   d. Pedro Alphonso Niño
   e. none of these

6. A black explorer is said to have discovered what is now called Arizona and New Mexico. He was which of the following:

   a. Pedro Alphonso Niño
   b. Prince Henry
   c. Macandal
   d. John Hawkins
   e. none of these

7. According to Benjamin Quarles, slavery is said to have developed in which of the following methods:

   a. in 1619
   b. by decision of the Crown between 1640 and 1660
   c. it slowly evolved
   d. none of these

8. Which of the following earned fame as a result of the so-called Boston Massacre:

   a. Salem Poor
   b. Peter Salem
   c. Christophe
   d. Crispus Attucks
   e. none of these

9. The Constitutional Convention of 1787 was a battleground for pro- and antislavery factions in the New Nation. Three articles were eventually written into the Constitution with all but which of the following:

   a. Three-fifths Compromise
   b. First Fugitive Slave Law
   c. authorization to buy slaves until 1808
   d. provision to engage in the Domestic Slave trade
   e. none of these

10. Which of the following was the black man authorized by President Jefferson to help lay out Washington, D.C.

   a. Toussaint L'Ouverture
   b. Paul Cuffee
   c. Richard Allen
   d. Prince Hall
   e. none of these

MATCH COLUMN B WITH COLUMN A:

Column A	Column B
11. John C. Calhoun	A. William Lloyd Garrison
12. Harriet Beacher Stowe	B. Moses of the Negro People
13. Stephen A. Douglass	C. apologize for Slaveocracy
14. Harriet Tubman	D. Uncle Tom's Cabin
15. Liberator	E. squatter sovereignty
	F. none of these

16. Fifty-Fourth Mass. Regiment	A. Agarian Rebel
17. Plessy vs. Ferguson	B. Slave Rebel
18. Tom Watson	C. Negro Army Unit
19. John Roosevurm	D. separate but equal
20. Denmark Vesey	E. first Negro newspaper
	F. none of these

21. B.T. Washington	A. "If we must die"
22. Claude McKay	B. W.E.B. DuBois
23. Marcus Garvey	C. "I refuse"
24. "Talented Tenth"	D. Black Nationalist
25. Rose Parks	E. accommodationist
	F. none of these

CONTEMPORARY EDUCATION OF AFRO-AMERICANS — E.P.D.A. Summer Institute
Sid Walton

1. The types of educational institutions to which the content of Afro-American studies is applicable is:

   a. religious
   b. public
   c. private
   d. Negro colleges
   e. all of these

2. The schools perpetuate _____ racism.

3. Preston Wilcox is:

   a. member of congress from Harlem
   b. chairman of NAACP
   c. a Baptist Minister
   d. the founder of C.O.R.E.
   e. none of these

4. Judge George Crockett, Jr., is:

   a. assigned to Recorders Court in Detroit
   b. elected to replace Cecil Poole
   c. a judge in Jackson, Mississippi
   d. on the U.S. District Court of Appeals
   e. none of these

5. The Black curriculum is an _____ curriculum culminating with degrees with a major in Afro-American studies.

6. The first California college to offer a degree in Afro-American studies was:

   a. U.C. Berkeley
   b. S.F.S.C.
   c. Merritt College
   d. U.C. Davis
   e. none of these

7. Malcolm X Memorial Day is:

   a. February 21
   b. May 19
   c. June 5
   d. April 4
   e. September 11

8. The "Case for Black Separatism" was written by:

   a. Assemblyman Willie Brown
   b. Edward O. "Pete" Lee
   c. John George
   d. Robert S. Browne
   e. Elaine Bell

9. NAAAE stands for:

   a. Negro and Afro-American Educators
   b. National Association for African American Education
   c. Niggers Always Acting Asses Everywhere
   d. National Armed Attack Against the Establishment
   e. Negro Artistic Ability Assessment Enterprises

10. Eldridge Cleaver stated that:

   a. Black people should separate and return to Africa
   b. Black people are conditioned not to think for themselves
   c. Black men should intermarry with white women
   d. the price of hating other human beings is loving one's self less
   e. none of the above

11. In his "Message to the Grass Roots" Malcolm X talks about the distinction between _____niggers and _____ niggers.

   a. loud militant and quiet peaceful
   b. light and dark
   c. house and field
   d. rural and urban
   e. none of these

12. The term "students are niggers" is best exemplified by the fact that these students are:

   a. Black
   b. revoluntionary communist
   c. politically disenfranchised
   d. dehumanized and mentally demeaned
   e. none of these

13. What is the esseuce of the Black nationalist move to draw Blacks into their own communities and unify?

a. Black separatism
b. Black revolution
c. Black racism
d. Black survival
e. all of these

14. What was the intent of the play "The Plantation" by LaVerne Tribble?

a. to illustrate the pain of Black men during slavery
b. to illustrate that white racism still resides unchecked in American institutions and that the plight of the Black man is unchanged in this society
c. to illustrate that although slavery as an institution was inhuman, the life of individual slaves on the plantation was far superior to the life of their primitive African past.
d. to illustrate that all whites weren't "white racist" just because they owned slaves
e. none of these

15. Most young Black students today desire

a. to be fully integrated into white middle-class American life
b. to be part of a Black community that determines its own destiny
c. to burn down or destroy as much of affluent American as possible
d. to prepare for the many handsome and secure openings in government jobs that were created for Negroes after the death of Martin Luther King
e. none of the above

16. Which of the following is <u>not</u> a factor to be considered for a case for Black Separatism?

a. ample historic precedent for national partitioning
b. offering a path which can be trod nonviolently
c. enthusiastic support from the Black middle class
d. deterioration of the Negro's position since World War II
e. fear of the dangers of assimilation

17. Black people collectively have a great deal of self-hate to overcome because:

a. they have for many years accepted the white man's view of themselves
b. they recognize themselves as being lazy and are disgusted by it
c. they are sorry for having caused so many problems for our society
d. they have never contributed <u>to</u> our society but always wants something <u>from</u> our society
e. they cannot effectively present themselves to white Americans as well as responsible Negro leaders like Roy Wilkins, Ralph Bunche, and Senator Brooks

18. Which of the following is an accurate representation of the "Black" point of view toward Afro-American studies at the college or university level?

    a. program should be run and controlled by Blacks
    b. generally the instructor should be biologically and psychologically Black
    c. the college which sponsors the program should not be able to dictate the substance or content of the curriculum
    d. the program should have as a goal the improvement of the Black man's self-image, dignity, and belief that he is a worthwhile human being
    e. all of the above

19. The author of the Black Curriculum: Developing a Program in Afro-American Studies is:

    a. Preston Wilcox
    b. Dr. Norvel Smith
    c. Robert S. Browne
    d. Charles Hamilton
    e. none of these

20. Nairobi College is located in:

    a. Atlanta, Georgia
    b. Nashville, Tenn.
    c. Chicago Heights, Illinois
    d. East Palo Alto, California
    e. East Africa (Kenya)

21. In a survey of 8 college campuses of the University of California, the 8-campus total of Black students was:

    a. 12.3%
    b. .9%
    c. 4.9%
    d. 2.3%
    e. 6.7%

22. Data taken from an informal survey of 1966-67 Minority Group Teacher Education Graduates indicated that there were less than _____ Black elementary teachers graduating from all the colleges in the state of California that year.

    a. 214
    b. 107
    c. 1865
    d. 723
    e. 68

23. In early 1965 the California State Colleges Financial and Demographic Survey on Minority Group Composition of the State College Population indicated that Blacks represented what percent of the total college population?

a. 10.33
b. 4.66
c. 6.31
d. 2.25
e. 5.91